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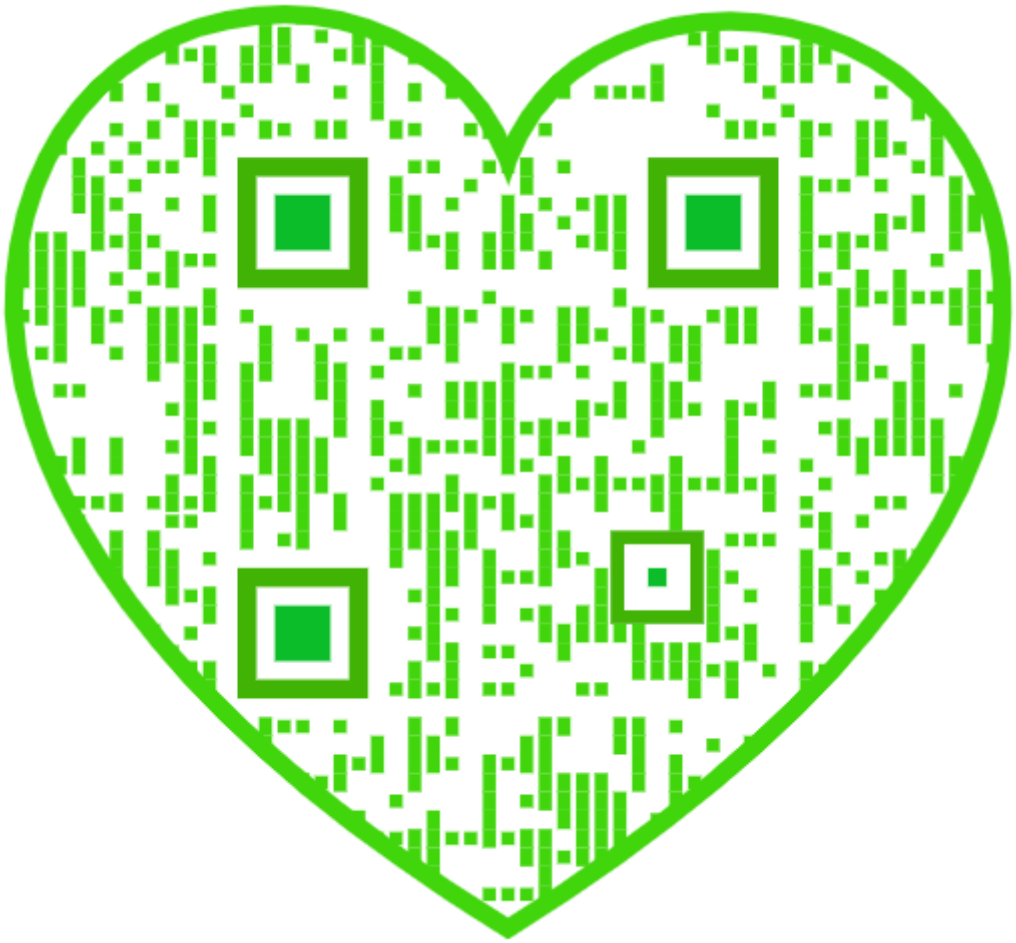
PHONICS

STICHTER



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IN presenting this little booklet to the teachers, I don't claim to be the originator of very much of it. Some I learned at training school: some I have jotted down at various times from other teachers and from lectures: some came through teachers' magazines: some I got I know not where, and a little of it, I believe, I worked out for myself. Its only merit is the gathering of it together between two covers for practical use. Neither do I present it as a method in itself but believe that any teacher, regardless of the method or combination of methods which she effects, will find it a help.

KATHERINE STICHTER.

Second Edition
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P[illegible] C[illegible] P[illegible] W[illegible] [illegible]12

Introduction

Word recognition is the essential basis of all reading, and the best method of teaching word recognition, is the one which makes the child most independent of the teacher, and gives him, in the shortest time, the power of rapid and accurate word recognition. At the same time the reasoning ability must be developed, the mind must be alert.

The chief business of the first year reading, it seems to me, is not to impart interesting information. This should be done at other periods, for opening exercises, general lessons, language, geography and history. But it is to get the mechanics of reading rapidly in hand, so that the child may arrive at the much desired thought-getting, thought-expressing period.

All primary teachers must grant that there is of necessity a phase in the teaching of reading which is purely mechanical and either by total neglect or by over use, this mechanical phase has been much abused.

There could be great objections made to the exclusive use of phonics or a phonic method at first, in that it takes weeks and months to master all the sounds and symbols that a child must have in order to interpret sentences independently. He would gain nothing in thought power and the necessary drill, drill, drill, would soon become "stale, flat, and unprofitable."

But when used gradually and by easy stages, while the child is learning to read by any method which emphasizes the fact that reading is getting thought from the printed page, it gives him a key to independence that no method can do which does not have a good, strong, phonic basis.

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I The child must possess phonic recognition power before he becomes independent in recognizing new words.

II The use of phonics makes him helpful from the first day.

III The phonics develops and preserves the child's interest from the first.

IV By using phonics the child's work is not a mere repetition of memory processes, but a working process of a constructive nature.

V The knowledge he gains in learning the sounds is at once put into use, for the child fixes the sounds and powers of the letters in his memory by using them, and not by drill.

VI Phonics helps materially in securing distinct articulation and clear enunciation.

Steps For Phonic Work.

I The ear must be trained to recognize sounds.

II The voice must be trained to imitate sounds.

III The pupils learn to give sounds from characters.

IV The pupils learn to sound words from characters and to give the word sounded.

V The pupils are taught to make out new or unfamiliar words.

VI The pupils are taught to use diacritical marks.

VII The pupils are taught simple rules for markings, and how to apply these rules.

Diacritical Marking.

1 Diacritical marking is the use of a system of characters and marks to distinguish the various sounds of the letters of the alphabet.

Macron	¯	Tilde	~
Breve	˘	Broad sound	a
Circumflex	^	Cedila	¸

2 Key to the sounds based upon Webster's International Dictionary.

Vowels.

ā	as in cake	e	as in they
ă	as in mat	ī	as in ice
â	as in care	ĭ	as in sit
ä	as in far	i	as in bird
a	as in all	ū	as in use
å	as in grass	ŭ	as in up
ō	as in snow	ur	as in curl
o	as in not	ū	as in rude
ô	as in for	ü	as in put
ŏ	as in move	o͞o	as in moon
ó	as in son	o͝o	as in foot
ē	as in leaf	ȳ	as in fly
ĕ	as in met	y	as in lady
ẽr	as in her		

Consonants.

l, m, f, r, d, z, b, k, s, s, g, g, h, j, k, w, c, c, n, n, p, q, t, t, v, x, x, y, sh, wh, th, ch, oo, oo.

g .....as in gem
c .....as in cāil
g .....as in get
c .....as in city
x .....as in exact
y .....as in boys
x .....as in except

Tied Sound.

ch .....as in chain
sh .....as in she
th.....as in this
th ..... as in with
wh ..... as in white
oi .....as in oil
oy .....as in boy
ow .....as in owl

Blended Sounds.

pl, br, cr, str, spr, sm, bl, wor, fl, sp, shr, tr, fr, gl, scr, sw, yr, sl, st, thr.

Endings.

ful, le, tion, ed ed, ty, ly, teen.

Some of the more Common Keys or Families.

at, an, ad, et, ed, ay, ow, ing, ack, ook, ight, and, ink, old, all, en, in, ip, ap.

The First Step in Teaching Phonics. Slow Pronunciation of Words.

Before we associate the sounds with the letters that stand for them the children must be trained to recognize these sounds and to give them clearly and correctly.

Exercises for slow pronunciation.

I. Have familiar objects on chalk tray or in a box. Words printed in black are sounded.
Touch the **ball.**
Bring me the **flower.**
Show me the **nest.**
Touch the **chalk.**

II. Phonetic names of actions which children may perform.
Skip to **me.**
Run to the **window.**
Clap your **hands.**
Hop to the **table.**
Shake hands with **some** one.
(Later the whole sentence may be sounded.)

III. Have pictures of familiar animals pasted on chart.

Show me the **cow.**
Show me the **dog.**
Touch the **horse.**
Touch the **bird.**
Touch the **baby.**

IV. Phonetic names of part of the body.

Touch the **eyes.**
Touch your **nose.**
Touch the **ears.**
Touch your **knee.**
Touch your **toe.**

V. Tell what I say. Listen for the first sound for it will tell you what the word is. Teacher then say more quickly, a family of words, such as, ball, hall, small, tall, etc.

VI. Tell short story, having children tell the words sounded.

One day a little **boy** had a new red **ball.** He **ran** out **doors** as fast as he could, to see how **high** he could **throw** it. He **threw** it as **high** as the **top** of the old **apple** tree.

VII. Child chooses picture on the chart.
Guess which picture I am thinking of.
Children—in turn—guess
Is it the **dog?**
No, it is not the **dog.**
The children continue guessing until right picture is named.

VIII. Four or five pupils stand, facing class, with hands behind them. Objects are placed in the hands. The children tell, by feeling it, what the object is, and say the name slowly. The children in the class then pronounce it.

The words used in this work should follow as nearly as possible the words that will be first used in the reader.

Second Step.

Letters are marks and marks interest children only as they represent life or action. Most children learn to know the common animals, not by their name, but by what they say. The dog is the "bow-wow." The cow "moo," etc. So in order to associate more readily the sounds with the letter, a very liberal use of fancied resemblances should be used. This can be done very interestingly through the story form, either by using one long continued story, telling a little of it each day, or a complete short story for each sound.

Any live, wide awake teacher can easily work out a story for herself, which will suit her own particular needs and environments.

The following is merely a suggestion:

Once upon a time there lived in a town, a boy, whose name was Ned. Every year when it was just about time for school to be out Ned began counting the days, for he knew that the very next day after the last day of school, his grandfather would come in from the country and take him out to the big farm, where he could see all the chickens and the pigs, and the cows, and could hear the birds sing, and could pick flowers in the meadow and down by the brook, and could have, oh! such a good time.

And sure enough, this time that I am telling you about, the very day after school was out, grandpa did come, and away they started for the country, and Ned was about the happiest boy you ever saw.

As they were riding along, Ned heard such a funny humming noise that sounded something like this, l-l-l-l-l-l. After a while he said: "Grandpa, what is that noise I hear, which sounds like l-l-l-l-l-l." And his grandpa laughed and said, "Why, that is the noise in the telephone pole. It is made by the wind blowing through the telephone wires." How many of you children have heard the same sound? And do you know, children, that we have a letter, which looks a good deal like a telephone pole, and, which is almost the same thing. (Teacher writes I upon the board and gives sound. Now we will make a lot of poles, just like the ones Ned saw when he was driving along with his grandpa, and you may tell me what each one says.)

It was almost dark when grandpa and Ned got home, but grandma had supper all ready, and how Ned did eat. He was so hungry. After supper grandma said he could take some of the food, which was left, out to old Rover. Now who do you think old Rover was? Yes, he was a dog. Ned put the pan down, and then he whistled for Rover. Rover came bounding up from the barn and when he saw who it was that had whistled for him, he was so happy that he never looked at his supper, but began barking and barking and jumping up on Ned.

But old Tabby, the cat, had seen the supper, and she was having such a good time eating it, when Rover happened to see her and, my! how he did growl at her! Just like this, r-r-r-r-r-r. She got away from there in a hurry, I can tell you. She didn't go very far though, and then she got up on a post, where she knew she would be safe, and spit at him like this, f-f-f-f-f-f. But Rover was eating and didn't pay any attention to her. Let's make a picture of Tabby sitting upon the post and see if we can remember

what she says, and what Rover said when he growled at her.

The next morning Ned was up bright and early for there were so many things for him to see, and so many things for him to do. First he must run down to the barn to see old Bess, the cow, then across the meadow to see if the little fish were still in the brook, where he had seen them last summer. Of course Rover went along, running and jumping, and barking at every thing. Once Rover stopped and kept barking and barking at something in the grass, so Ned went back to see what it was. He found that it was a little snake, and it didn't seem to like Rover's barking very well for it was saying, s-s-s-s-s-s. Ned saw that it was only a little garter snake, and knew that it would do no harm, so he coaxed Rover away from it, and they went on. Next he saw some old sheep resting under the trees, and he wasn't going to pay any attention to them, but all at once he heard a faint little sound something like this, a-a-a-a-a-a. "Oh, I know what that is," he said. "There are same little lambs with the old sheep. I want to see them." So he went and talked to the little lambs a while, and it sounded just like they were trying to talk to him, when they said, a-a-a-a-a-a. This letter which I am writing on the board, says just what the little lamb said. What was it?

The story can be continued and elaborated as much as the teacher desires, to introduce other sounds, these usually being associated in some such way as the following: b-Bess, the cow, d-dove, g, the frog sound, z-,bee hum, h, the tried sound. i-Ned trying to squeal as the little pig did, e-what the deaf old lady kept saying, u-trying to lift something

very heavy, wh-blow out light, sh-hush sound, o-don't touch, m-top spinning c-getting fish bone out of throat, p-puff sound, w-wind blowing eh-sneeze. The use of these resemblances is merely temporary aid. In a very short time they need not be referred to at all, and the drill on sounds be given by simply saying, what does l say? What does m say? etc., using the name of the letter. In this way the children learn the names of the letters at the same time he is giving the sound and it is one way of teaching the alphabet, which some fond parent is always so afraid we primary teachers never will teach.

As soon as the vowel a, is learned with such consonants as s, l, m, n, b, d, f, h, the teacher should begin building these into families. This will immediately give the child a greatly increased vocabulary.

(These families are given at the close of the book.)

The last half of the first year the teacher begins using diacritical marks. The children do very little marking.

At the beginning of the second year, the following simple and more common rules for marking are taught. By the end of the second year a child should be able to apply any of these rules and mark the word. Unphonetic words, in which unfortunately, our language abounds, are taught, and usually referred to, as "run-a-way" words, because they do not mind the rule. These, as well as quite a number of other common words, are learned as sight words; words to be learned by sight, without regard to diacritical markings or to rules.

Rules For Marking.

I. One vowel in the word, and it is not at the last; mark it short.—nest.

II. One vowel in the word, and it is at the last; mark it long.—she.

II. Two or more vowels in the word; mark the first one long; the last ones silent.—cake.

IV. Double consonants; last is silent. (Children say silent; both sound alike) bell.

V. t before ch is silent—catch.

VI. Effect of r upon vowels, är, âr, ur, ĭr, or, yr. (Children say, a before r, a, or e before r, er.)

VII. ī long before gh—gh silent—high.

VIII. ç before e, i, y, çent, çity, çycle.

IX. g before e, i, y, general, ginger, gypsy.

X. a before u, w, l, haul, lawn, walk.

XI. Initial k before n silent, knife.

XII. Initial w before r silent, wring.

XIII. Initial y is always a consonant. (No exceptions.)

XIV. n before k sound, drink.

Suggestions.

I.

The phonic period is not a reading period. It should have its own place on the program.

II.

As far as possible, let the words used in the phonic drills be from the reading lesson.

III.

Drill upon the sounds, until the power to use them is automatic.

IV.

Know phonics thoroughly yourself before trying to teach it.

V.

Daily drill in phonics should be given in the first four grades.

Material For Teaching Phonics.

I.

For the successful teaching of phonics, the teacher should provide herself with some material besides chalk and black board, not only as a matter of interest to the children, but as a time saver for herself. Any of the following suggestions may be carried out with large sheets of manila paper, which is inexpensive, light to handle, and durable. Once made, they may be used over and over again.

I. Make a chart of all the sounds used.

II. Make a chart of equivalent sounds.

III. Make a chart of blended sounds and endings which are to be learned as sight phonograms.

IV. Make a chart of each family.

Have the chart headed by an attractive suggestive picture. For example, the Perry picture of the rose breasted grose beak, could be used for the **ing** family with the word **sing** below the picture and the other words in lists. A winter scene for **old** with the suggestive word **cold** leading the list.

V. Make chart with circle on it. Have sounds around the outside, also inside the circle. This can be used as a "merrygo-round" drill, "drop-the-handkerchief," "frog in the pond," "children skating," or the "tit-tat-toe" game. Other uses will suggest themselves.

VI. Have all sounds printed on separate cards. These should be on cards about 4x6, just large enough to be handled easily.

VII. Have about ten sounds printed on cards 10x10. These may be called gardens, boxes, etc.

VIII. For seat work have spool boxes with all the sounds in them, one for each child.

IX. Have boxes with families in, and consonants needed for building these families.

X. Have chart just the size of top of desk. Across the top have pasted a bright little picture such as a flower, fish, apple, etc., with the name written beneath and the key sound or blended sound marked. In envelope pasted

on the back have words with corresponding sounds, the child placing each word beneath the word having the same sound.

These charts are the best when printed with a rubber stamping outfit, (costing $1.50 and well worth that price as it can be used for so many things and in so many ways.) However, a rubber pen would do, and even black crayolas could be used.

Suggestions For Sound, Games and Drills.

By means of games, and the game may be of the simplest character imaginable, phonics can be made one of the most interesting and pleasurable of all the beginning school work. The child needs but a mere suggestion to turn the most dry and formal drill into a spirited and enthusiastic game. The result the teacher is working for, in either case, is secured much more quickly through the powerful medium of the game.

A teacher will be surprised to find how many games she can think of once she is started. Every season of the year will bring its own suggestions, as well as every holiday or special day. Usually the simplest ones are the best. But in giving work of any kind, the teacher must understand that it is not always necessary to play games to drill on work, whether it be phonics, words, numbers or what. Let your children work now and then, knowing that it is work, and that they must do it, not because they do or do not like it, but simply because it is work and all must work. Work develops the faculties as nothing else can, giving the little ones endurance, practice, perseverance and trains them a trifle perhaps for the work they will all have to face a little later. Devices are necessary

and good, but do not forget that it is extremely easy to use too many of them and that after all they are only devices. Keep always in mind the results to be accomplished, and although you will need a good many devices in a year, beware of overdoing the matter. These which I am giving will doubtless suggest many others to you.

I.

Teacher holds up cards on which are printed the consonants, vowels, or blend sounds or phonograms. Children sound in concert or in turn.

II.

Teacher sound letter and children give name of letter. Teacher name the letter and children give the sound. Teacher give sound, child finds sound on chart.

III.

Teacher sounds letter, the child finds word on chart, later in books beginning with that letter.

IV.

Class Race. The card is given to the pupil who says the sound first.

V.

Cards turned face down on table. Two children take turn about in turning them over. One which says the sound first gets the card, the one winning who has the most cards.

VI.

Place cards in chalk tray. Two children are chosen. Teacher gives sounds; the children try to see which one can bring the sound to her first.

VII.

Hold up the cards. Give a child a rubber ball and let him bounce it once for every correct sound given. If he misses, the ball is given to another child.

VIII.

Each child is given the name of the sound. Children all stoop except the one chosen to show the card. As the child recognizes the printed form of his sound he says, "Here is 'f.'" if f happens to be the letter, and stands. The ones who do not give correct sound are tagged.

IX.

Children stand in circle. A card is given to each child. One child is chosen who has no card. He calls a sound and the one holding the card with that sound on it runs. If he is caught before reaching his place in the circle again, the one who was it takes his card and he, in turn, becomes it.

X.

Teacher sketch a house rapidly on the board. Write the sounds in a long line across the board and say, "Here is a school house and a lot of little children coming to school. If you think that you know them all you may come and say

"good morning" to them. Child takes pointer and says "Good morning, f Good morning h," etc. (This is always a favorite game.)

XI.

Teacher sketch bean stalk. Put sounds on leaves and say, "Who will be Jack and climb up the bean stalk." Sometimes a house is sketched at the top where the hardest sounds are written. Child must take one of these before coming down. If he fails the "Giant" has him. (Another favorite.)

XII.

Relay race. Children stand in two rows, facing board. The sounds are written on the board in two perpendicular lines, a sound for each pupil in the line. The leaders are given erasers and at the word "go," run to the board, erase the first sound and hand the erasers to the next one in line. The line which finishes first, wins the race. (Wakens them up, if inclined to be slow some days.)

XIII.

Sketch man holding balloons. The balloons may be drawn with colored chalk. A sound is placed in each balloon. Children buy balloon by saying the sound.

XIV.

Sketch small house at top of board. We call it the "Wonder House." Have long flight of steps leading to and from the house, with sounds written on each step. Children climb front steps, go through the house, and down the back steps. Afterwards each child who went through the house tells what he saw there.

XV.

Draw lines to represent a swing. Write a row of sounds on the board. These are children waiting their turn to swing. Child chooses a sound from the line, teacher writes it in the swing, child imitates pushing the swing, saying the sound each time he pushes.

XVI.

Draw ladder on the board. See who can climb the ladder the fastest.

XVII.

Sketch tree with apples on it, a sound written on each apple. See who can pick all the apples.

XVIII.

Sketch flowers growing, a sound written for the blossom. See who can gather the largest handful.

XIX.

Sketch basket of apples, a sound on each apple. Take an apple from the basket.

XX.

Sketch grandpa driving to town in a big wagon. He is bringing to town a load of apples. (Anything appropriate to the season.) A hole in the end of the wagon has let some apples fall out. See who can pick up these apples.

XXI.

Sketch fence. Two or three rows of sounds written on boards. See who can get over the fence first.

XXII.

Sketch brook, with stepping stones, on which are the sounds. See who can get over the brook without getting their feet wet.

XXIII.

Draw circle on board. Call it a pond and the sounds, children skating. See who can name all the children.

XXIV.

Write sounds in long line across the board, with a line to divide them into two equal parts. Child starts at each end, erases sound as he gives it, and tries to see which one will get past the dividing line first.

XXV.

Several children are called to front of line, and are given cards, the other children observing which sound is given to each child. Then the cards are hidden and the children in the line tell from memory what sound each child has, by saying, "I want r, John." If John has this sound, he hands it to the one who asked for it, but if not, he shows his card, gives the correct sound, and keeps it.

XXVI.

One child steps to front of line, turns his back to the

chart and closes his eyes, while another child chooses a sound from the chart. The first child then turns, points to a sound and says, "Was it k." If not correct, the children in line say, "No, it was not k." Continue until the right sound is guessed.

XXVII.

Have buckeye (or any small object) suspended on string from top of board. See who can say all the sounds while the buckeye is swinging. (This is used for all kinds of drills and seems to be ever new.)

XXVIII.

Sketch a Jack Horner pie. Put in plenty of plums (sounds). See who can "stick in his thumb and pull out a a plum." If a child can get them all he may add "O, what a good boy am I."

XXIX.

Draw a large circle on the floor. This is the frog pond. In the center draw a rock on which is written one of the family keys, like "all." The children have the cards with the sounds on them. The children who have sounds which will make a word with all, jump, in turn, on the rock; give their word and hop out into the pond. (They like this game.)

XXX.

Children are given the cards with the sounds on them One child is given a family sound. Then she calls for all the children in her family. The ones holding sounds, which will make a word with the key she holds, come and stand beside her.

XXXI.

Draw a clothes line. Hang clothes on line by writing phonics sounds on it. Who can take all the clothes off the line.

XXXII.

Sketch houses on the board. Write a family in each house. Children choose a house, and each one tries to see how large a family he can get in his house.

Suggestions for Seat Work to Follow Phonics.

One of the problems which confronts the primary teacher under conditions where she must hear a class and have another at their seats is "What shall I give for seat work." All seat work that simply keeps the child busy at play, is valueless. Seat work should impress facts from previous lessons; it should teach the child to use his hands; it should develop originality; it should develop imagination and accuracy. Work done at the seat shows his comprehension of a subject. "Variety is the spice of life" here, as well as everywhere, in school work. In the following suggestions I have kept as far away as possible from the old, old and generally over-worked ideas of writing and drawing. They have their place, but too much writing produces eye strain and a nerve strain that is unbelievable unless you have watched for it. No matter how alluring your material at first, do not use it day after day, but leave it while it is still interesting, and children will greet it as an old friend when introduced again.

Suggestions for Seat Work to Follow Phonics.

I.

Place sounds from phonic box just as they are on chart.

II.

Make circle of lentils, pegs, corn, seeds, one inch lengths of bright, colored yarn, and place sounds from phonic box as they are on the circle chart.

III.

Lay ladder of pegs or colored tooth picks. Place sounds on chart on the latter.

IV.

Make basket of lentils. Fill with all the sounds you know in your box.

V.

Make houses with colored pegs. From family phonic box, put a different family in every house.

VI.

Place the ook family from your box just as the ook family on the chart is placed. (This can be done with all the families).

VII.

With crayola draw bean stalk. Put sound on every leaf.

VIII.

Draw around your hand and put a sound in each finger.

IX.

Draw around this star and put a sound in every print. (Teacher should have a great number of patterns to be used in this way.)

X.

Teacher write the sounds. Children outline with seeds, pegs or lentils.

XI.

Have picture of common animals in spool box. Children lay under each picture from phonic box, the first sound.

XII.

Teacher give each child pattern for a large shoe which they mark around and then cut out. The sounds are then written on it, and these are the children of the old woman who lived in a shoe.

XIII.

Teacher write with colored crayola the sounds and the children cut these out.

XIV.

Give the children pages of worn out books or parts of newspapers if the print is large enough, and have them underline blend sounds or families.

XV.

Have sounds written and have children prick them.

XVI.

Have chart with colored pictures of fruit or flowers (from seed catalogues) with the name written under each one and a blend of a vowel or family sound marked in each work. Children take some sounds from their phonic box, later telling the teacher to which fruit it belongs.

XVII.

Provide each child with desk chart, made of manila

paper. Have small pictures pasted across the top. Below each picture is written its name or something suggestive about it. Have a blend or a vowel or family sound marked in each word. On the back of each chart is an envelope containing words with the same sounds. Children place corresponding sounds in same list.

List of Keys and Words.

The list is made up of words likely to be found in any primer or first reader.

ap	at	an	ink	ack
r ap	c at	c an	p ink	b ack
s ap	f at	r an	s ink	J ack
n ap	b at	p an	r ink	h ack
m ap	r at	m an	l ink	s ack
l ap	m at	th an	w ink	t ack
c ap	th at	pl an	th ink	p ack
g ap	h at	t an	dr ink	cr ack
tr ap	s at	d an	bl ink	l ack
str ap	fl at	f an	m ink	r ack
sn ap		sp an	shr ink	st ack
				bl ack
				tr ack
				qu ack

en	**in**	**ip**	**ight**	**and**
n en	p in	l ip	n ight	h and
	t in	s ip		
m en	s in	r ip	r ight	l and
th en	th in	t ip	f ight	s and
wh en	sp in	sk ip	l ight	b and
t en	sk in	dr ip	m ight	st and
d en	ch in	wh ip	s ight	gr and
p en	w in	sh ip	t ight	
	tw in	tr ip	br ight	
		ch ip	fr ight	

ad	**et**	**ed**	**all**	**ing**
b ad	n et	be d	f all	s ing
s ad	m et	r ed	h all	w ing
l ad	y et	f ed	t all	r ing
m ad	p et	sl ed	c all	k ing
p ad	w et	n ed	b all	sw ing
h ad	fr et	sh ed	sm all	st ing
gl ad	l et	Fr ed	w all	cl ing
cl ad	g et	l ed	st all	th ing
				str ing
				br ing
				spr ing
				fl ing

old	ow	ook
c old	bl ow	l ook
b old	cr ow	h ook
s old	thr ow	sh ook
t old	sl ow	t ook
f old	sn ow	c ook
m old	fl ow	br ook
g old	sl ow	cr ook
h old	r ow	b ook
	s ow	n ook
	l ow	

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